



### Basic Course Information

<b>Semester:</b>	Spring 2025	<b>Instructor Name:</b>	Dr. Cerise Myers
<b>Course Title &amp; #:</b>	History of ART II, ART 102	<b>Email:</b>	cerise.myers@imperial.edu
<b>CRN #:</b>	20499	<b>Webpage:</b>	imperial.instructure.com
<b>Class Dates:</b>	February 10-June 6, 2025	<b>Virtual Office:</b>	zoom.us/my/dr.myers
<b>Emergency Contact:</b>	760.355.6378 (dept. office)	<b>Office Phone:</b>	760.355.6286 (call/text/message)
<b>Class Format:</b>	ONLINE (asynchronous)	<b>Units:</b>	3
<b>Office Hours:</b>	Mon–Thurs 11am–12pm & by appointment		

### Welcome

Hello! I'm Dr. Myers, and **I want you to succeed in this course!** This term we'll study a variety of fascinating objects, cultures, and histories from around the world. You'll practice skills of **looking, describing, and critical thinking**, which will benefit you throughout your college experience and career. Whatever challenges you may be facing this term, **I am your ally and am here to help**, so please don't hesitate to reach out! **You can do this.**

### Course Description

This course provides an overview of art and architecture from the Renaissance to the contemporary period. This course may be taken by itself, after, before, or concurrently with ART 100. (CSU,UC)

### Course Prerequisite(s) and/or Corequisite(s)

None.

### Student Learning Outcomes (SLOs)

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

1. Identify major artists, artworks, periods, and movements.
2. Describe and analyze diverse artworks, artistic techniques, and styles.
3. Recognize and explain the cultural and historical significance of major works of art and art makers.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.

## Textbooks & Other Resources



### Textbook:

This is a zero textbook cost (ZTC) course. Our digital “textbook” is called *Reframing Art History* and was produced by the scholars at Smarthistory (<https://smarthistory.org>). Direct links to each unit’s readings can be found in Canvas, and the entire textbook can be accessed at <https://smarthistory.org/using-reframing-art-history/>. Additional learning materials are provided as links in Canvas.

### Canvas:

To log into Canvas (<https://imperial.instructure.com>): Your username is the first part of your IVC email address (ex: johndoe1) and your password is your WebSTAR/Student Portal PIN. If it’s your first time logging into any IVC site, your PIN is your birthdate (mmddyy).

**Please note that this is an entirely online course.** All content is delivered, and all assignments are submitted, through our Canvas site. Although you may be able to access some content using a mobile device and/or the Canvas app, you should **plan on having access to a full computer** to effectively complete and submit assignments. You will also need a stable, consistent, **Internet connection**.

**Tech resources are available!** To request a loaner laptop, portable Wi-Fi, or other electronic device, please visit the [IVC Student Resources](#) or [Basic Needs](#) pages. Learn more about online learning at [IVC’s Distance Education support site](#).

## Course Requirements and Instructional Methods

COMPONENT	WEIGHT
Weekly videos & knowledge checks (16)	13%
Self-Reflections (4)	15%
Discussion forum posts (8)	12%
Project 1 & Peer Review	15%
Project 2 & Peer Review	20%
Project 3 & Peer Review	25%
<b>Total:</b>	<b>100%</b>

### COURSE STRUCTURE

This course is set up so that you get some credit for interacting and engaging with the learning materials, but the major assessments ask you to demonstrate what you’ve actually learned and your creative engagement with that material. Low-stakes, *formative* assessments, like the Knowledge Checks and Self-Reflections, help guide you through the content and offer opportunities for practice and feedback. *Summative* assignments, like the projects and peer reviews, are where you demonstrate the knowledge you’ve gained. Assessments may be



submitted as writing, audio recordings, your own artwork, sketches and diagrams, videos, slide decks, and/or whatever format makes the most sense for you and the assignment.

### **CONTENT DELIVERY: WEEKLY VIDEOS & KNOWLEDGE CHECKS**

Each week, you'll watch interactive lecture videos which will guide you through the course content and prompt you to respond to short essay and multiple-choice questions. These Knowledge Checks are set up as "quizzes" in Canvas site. There is no time limit for completing them and you may submit them as many times as you'd like. Like the lecture and discussion in a physical classroom, these Knowledge Checks will allow you to develop a shared base of knowledge with your classmates, and practice engaging with the material, so that you will be well-equipped to complete the other course assessments. I encourage you to take notes as you watch, and to pause and rewatch the videos as needed!

### **SELF-REFLECTIONS**

These journal-type assessments invite you to actively engage with your own learning, to consider what strategies work well for you, and to get answers to any questions you may have. In addition to reflecting on your own learning, a set of questions will prompt you to connect the material with your own experience and think about how you can apply what you're learning.

### **DISCUSSION FORUM POSTS**

The discussion forum is designed to build class community and allow you to learn from your fellow classmates. In addition to a first-week introductions post and an end-of-semester wrap up post, we will also use the discussion forums as the venue for posting drafts of each of the three projects, submitting those projects, and completing peer reviews of each project.

### **PROJECTS**

The three projects are designed for you to demonstrate your knowledge and understanding of the material while using your own creativity to engage with what you've learned. Feedback is an important part of the process, and you'll submit a draft in a discussion forum before each final project. The more complete and detailed this draft is, the more useful and helpful feedback you'll be able to receive from your classmates and me! You will also complete peer reviews of five of your classmates' projects, which will allow you to further demonstrate your own understanding of the material, your critical thinking ability, and your creativity.

**Project 1, Description and Analysis**, focuses on SLO 2, "Describe and analyze diverse artworks, artistic techniques, and styles." In this project, you'll focus on using correct and accurate vocabulary and describing the visual elements in one or more artworks. **Project 2, Cultural & Historical Significance**, focuses on SLO 3, "Recognize and explain the cultural and historical significance of major works of art and art makers." In this project, you'll build on the knowledge you're gaining to look at artwork in its own historical context as well as the present day. **Project 3, Putting it All Together**, allows you to pull together your understanding and experience of the all the course content, incorporating the conversations, feedback, and self-reflection from the whole semester. See Canvas for detailed descriptions of, and ideas/options for, all three projects.

**Note:** If you would like to develop a research question to explore through a deeper dive into course content and external research, you have the option, with instructor guidance, of producing a research paper. This



project, which would be developed in stages as you conduct research, develop a thesis, outline, and polish your paper, would serve as both Project 2 and Project 3.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

*This means that since this is a 3-credit course, you should expect to spend about **nine hours a week** working on the material. In addition to reading the textbook, watching the videos, and completing assignments, you should use that time to review your lecture notes, study for the exams, and invest in your project.*

Please note that in an online course, the delivery of **content is more condensed** than in a live, face-to-face setting. You should plan on **pausing and re-watching** the videos as necessary, and **actively checking in with yourself** as you watch and read to ensure your comprehension.

## Course Grading Based on Course Objectives

### GRADING SCHEME

Letter Grade	Percentage
A	≥ 90%
B	≥ 80%
C	≥ 70%

Letter Grade	Percentage
D	≥ 60%
F	≤ 59.9%

### GRADING & LATE WORK POLICY

Assignments must be submitted through Canvas. Knowledge Checks, Self-Reflections, and Discussions will be recorded in the Canvas gradebook as complete/incomplete. Discussions, Self-Reflections, and Projects will be assessed using a rubric, and you can locate the completed rubric, as well as any comments I leave for you, in the gradebook. I will do my best to leave feedback on Self-Reflections and Projects, including drafts, within one week of submission.

Getting work done on a schedule is an important professional and personal skill. In this class, staying on schedule is particularly important because the major assessments are built on the content that has been covered—and because both drafts and completed projects are reviewed by your classmates. The Knowledge Checks remain available until the project that covers them. Other than that, **no work will be accepted that is more than one week late** without prior arrangements. With all this said, I realize that emergencies happen and I'm willing to work with you! If you anticipate trouble making a deadline, please **let me know as soon as possible**, and we can work out a solution together!



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## Academic Honesty & Artificial Intelligence

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. They include:

- ★ **Plagiarism:** taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to cite a source correctly, you must ask for help.
- ★ **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

This course asks you to use and trust your own eyes and the skills you're learning. Research is generally not required. If you do use an external source, or another author's words, you need to make very clear what information you've used, and where you got it. Direct quotes must go in quotation marks, and quotations, paraphrases, and/or translations MUST all be clearly **cited within the text**.

Assignments that show evidence of academic dishonesty will receive a failing grade and be reported to the Dean of Student Services, who may impose additional penalties.

### IVC'S ARTIFICIAL INTELLIGENCE (AI) POLICY

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not

accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through DSPS, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## Course Policies

### COMMUNICATION

You are responsible for logging into Canvas regularly for any announcements or updates and checking your Inbox for messages from me. Please post general questions to the Questions discussion forum and use the Canvas Inbox to contact me about individual or private or questions. You may also e-mail, call, or leave a voice or text message at the number on the syllabus. I will do my best to respond to you within 24 hours on weekdays, and generally well before; if you haven't heard from me within that window, please check in to make sure your message was received.

### ONLINE CONDUCT, NETIQUETTE, & NON-DISCRIMINATION

- ★ "Netiquette" refers to the rules of behaving well online. It can be more difficult to discern meaning in written text than in spoken conversation, so pay particular attention to your words.
- ★ Keep your language clear and concise; ensure posts are on-topic; use correct spelling, grammar, and capitalization (all caps = yelling); and contribute productively to conversations.
- ★ You will be treated equally, and I will not tolerate demeaning or hateful language.
- ★ In this class, you may be exposed to imagery or ideas that make you uncomfortable. It's art history, so there are naked bodies, which I don't think you'll have trouble dealing with as an adult. There are also religious and cultural ideas that may not mirror your own. You certainly don't always have to agree, in this or any class, but I do expect you to be respectful to your classmates and keep our classroom a safe, productive, space.
- ★ Attendance
- ★ A student who fails to attend the first meeting of a class or does not complete the **first mandatory activity of an online class** will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- ★ Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who **fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.**
- ★ Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Financial Aid

Your grades matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).



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## 21st Century Job Skills & Work-Based Learning

The [Foundation for California Community Colleges and the New World of Work Initiative](#) have identified 10 employer-driven essential 21st century employability skills. Of these, this course will focus in particular on **collaboration, communication, digital fluency, self-awareness, and social/diversity awareness.**

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging and relevant learning environment. In addition to practicing the skills listed above, this course gives you the opportunity to explore career opportunities related to art, and, in the projects, to produce something that gets you closer to your career goals, through exploration, research, and/or a product for a portfolio or application.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Tips for Success

I want you to succeed, excel, and, most importantly, learn and grow in this course! Here is my advice:

- ★ **Watch the videos and take notes.** Take your time with the Knowledge Checks, and quiz yourself on whether you're understanding the content. Try to connect what you see to your own life.
  - ★ **Do the reading.** If you prefer to read and take notes on paper, consider printing out the readings.
  - ★ **Take the Self-Reflections seriously.** Think not just about the material we've been studying, but what it means for you personally and how you can transfer skills from this class to other areas of your life.
  - ★ **Invest in your projects.** Start thinking about them early, and brainstorm with me about your plans. Make your draft submissions as complete as you can, and put in the work to improve them based on your classmates' and my feedback. Be sure to give yourself enough time to submit excellent, original work that shows off what you've learned.
  - ★ **Invest in your classmates!** This course is online, but you can still form relationships with your classmates. Giving feedback on their draft projects and in your peer reviews is not only an excellent skill to take into the workplace, but allows you to challenge and strengthen your own knowledge.
  - ★ **Please ask me** if anything is unclear or if I can offer **additional support. I am here to help YOU!**
- Anticipated Class Schedule/Calendar (SUBJECT TO CHANGE)



DATE	WK	TOPIC	ASSIGNMENTS
2/10	<b>1</b>	★ Introduction & Orientation ★ The Visual Elements	<input type="checkbox"/> <b>Getting to Know You Survey (WED)</b> <input type="checkbox"/> <b>Introduction Discussion Post (WED)</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
2/17	<b>2</b>	★ Late Medieval/Early Renaissance in Italy & Northern Europe	<input type="checkbox"/> Weekly videos & Knowledge Checks
2/24	<b>3</b>	★ The Renaissance in Quattrocento Italy	<input type="checkbox"/> <b>Self-Reflection 1</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
3/3	<b>4</b>	★ Renaissance & Mannerism in Cinquecento Italy	<input type="checkbox"/> <b>Project 1 Draft</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
3/10	<b>5</b>	★ High Renaissance & Mannerism in Northern Europe & Spain	<input type="checkbox"/> <b>Project 1 Draft Feedback (WED)</b> <input type="checkbox"/> Weekly videos & Knowledge Check
3/17	<b>6</b>	★ <b>Project 1</b>	<input type="checkbox"/> <b>Project 1</b>
3/24	<b>7</b>	★ The Baroque in Italy & Spain	<input type="checkbox"/> <b>Project 1 Peer Reviews</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
3/31	<b>8</b>	★ The Baroque in Northern Europe	<input type="checkbox"/> <b>Self-Reflection 2</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
4/7	<b>9</b>	★ Rococo to Neoclassicism: The 18 <sup>th</sup> Century in Europe & America	<input type="checkbox"/> <b>Project 2 Draft</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
4/14	<b>10</b>	★ Romanticism, Realism, Photography: Europe & America, 1800-1870	<input type="checkbox"/> <b>Project 2 Draft Feedback (WED)</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
4/21	<b>SPRING BREAK</b>		
4/28	<b>11</b>	★ <b>Project 2</b>	<input type="checkbox"/> <b>Project 2</b> <input type="checkbox"/> <b>Self-Reflection 3</b>
5/5	<b>12</b>	★ Impressionism, Post-Impressionism, Symbolism: Europe & America, 1900-1945	<input type="checkbox"/> <b>Project 2 Peer Reviews</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
5/12	<b>13</b>	★ Modernism in Europe & America, 1945-1980	<input type="checkbox"/> Weekly videos & Knowledge Checks
5/19	<b>14</b>	★ Modernism and Postmodernism in Europe & America, 1945-1980 ★ Contemporary Art Worldwide	<input type="checkbox"/> <b>Project 3 Draft</b> <input type="checkbox"/> <b>Self-Reflection 4</b> <input type="checkbox"/> Weekly videos & Knowledge Checks
5/26	<b>15</b>	★ <b>Project 3</b>	<input type="checkbox"/> <b>Project 3 Draft Feedback (WED)</b> <input type="checkbox"/> <b>Project 3</b>
6/2	<b>16</b>	★ Course Wrap-Up	<input type="checkbox"/> <b>Project 3 Peer Review (THU)</b> <input type="checkbox"/> <b>Wrapping Up Discussion Post</b>